


MEMORANDUM

October 12, 2010

TO: Health and Human Services Committee
Education Committee

FROM: Vivian Yao, Legislative Analyst 

SUBJECT: Update - Universal Preschool Implementation

The County Council will receive an update on the progress in universal preschool implementation since the Council-appointed Universal Preschool Implementation Work Group (UPI Work Group) published its recommendations in March 2009.

The following individuals are expected to participate in today's meeting:

- Kate Garvey, Co-Chair of the UPI Work Group and Chief, Children, Youth, and Families, Department of Health and Human Services (DHHS);
- Janine Bacquie, Co-Chair of the UPI Work Group and Director, Division of Early Childhood Programs and Services, Montgomery County Public Schools;
- Valerie Kaufmann, Chief, Early Learning Section, Division of Early Childhood Development, Maryland State Department of Education (MSDE)
- Beatriz Otero, Executive Director, CentroNia
- Harriet Berger, Executive Director, Peppertree Children's Centers, Inc.
- Debbie Shepard, Member, Maryland Early Childhood Advisory Council and Administrator, Early Childhood Services, DHHS;
- Debra Poesse, Director, School of Education, Montgomery College
- Mary Lang, Director of Planning, Universities of Shady Grove

Other members of the Universal Work Group are expected to attend today's meeting. A membership list of the work group is attached at ©1.

I. BACKGROUND

Building on the December 2007 Preschool for All Report generated by the State Task Force on Universal Preschool Education, the County Council established the Universal Preschool Implementation Work Group in July 2008. The Council requested that the UPI Work Group develop recommendations for implementing a countywide universal preschool program that

provides all County four-year-olds with the opportunity to participate in a high-quality preschool, early care, and education program.

On March 27, 2009, the UPI Work Group issued its report: "Investing in the Future: A Balanced Approach Toward Preschool Expansion in Montgomery County, Maryland." The Executive Summary of the report is attached at ©2-4. The work group's comprehensive recommendations to strategically expand high quality preschool and early childhood services in the County are attached at ©5-15.

The UPI Work Group developed the long term vision "to provide access to voluntary, quality preschool services in a variety of settings that meet the diverse needs of all four-year-old children and their families." The group emphasized (©3) that "[e]xpanding preschool education options should be one component of how the County strengthens early childhood services to improve the school readiness of very young children from birth to age five across all developmental domains."

The Work Group presented its report and recommendations to the Council on March 31, 2009. Councilmembers noted the importance of supporting early childhood education programs to prevent and reduce the achievement gap, to support the local economy, and to provide financial savings by avoiding social costs in the future.

During discussions on the FY11 budget earlier this year, members of the HHS and Education Committees continued to emphasize the importance of developing comprehensive strategies to provide quality early childhood education programs for low-income, at-risk children.

II. UPDATES

Despite the difficult fiscal climate, some progress has been made in the past year to increase access to preschool education services and further develop higher education training opportunities for child care providers. The challenging budget constraints at the local and State levels, however, have resulted in funding reductions to a number of early childhood programs. The presentation to the Joint Committee will highlight this progress as well as areas for future focus.

A. STATUS REVIEW

MCPS and Community-Based Pre-Kindergarten and Head Start

The following programs are supported in the FY11 Operating Budget:

- **MCPS and Community-Based Head Start** budgeted slots for 648 children. Currently, 646 slots have been filled with two openings in 4-hour classrooms. All community based and three-year-old slots are filled. There are 74 three-year-olds enrolled in mix-age and three-year-old only classrooms.
A total of 1300 children were determined eligible for Head Start this year, including 300 three year-olds. 8000 were screened for eligibility at Rocking Horse Road. Families not eligible were referred to ChildLink for assistance in locating other early childhood settings. ChildLink saw a 22% increase in callers from Head Start over the last year. The

Community Action Board estimates that 1000 three year-olds under the federal poverty level need services.

- **MCPS Pre-Kindergarten** budgeted slots for 2025 children, an additional 140 slots over those budgeted in FY10. The October 7th enrollment numbers show 2093 children enrolled in pre-kindergarten, 68 children over the budgeted level. Additional children continue to enroll each day, and there is no waiting list for income eligible children.
- **Centro Nia Community-Based Pre-Kindergarten** services for 40 three and four-year-olds. The program is operating at capacity with a waiting list for services.

The FY11 Operating Budget included a reduction corresponding to 30 slots for the community-based pre-kindergarten program delivered by Centro Familia.

Child Care Capacity

Since the UPI Report was published in March 2009, child care program and workforce capacity in the County has increased. See Child Care At a Glance at ©16. Highlights from the document, compared to numbers reported in October 2008, show that:

- There are 12 more center-based programs that have the capacity to serve 3,998 more children.
- Family child care homes have the capacity to serve 7,364 children, 23 children more than previously reported; however, the number of family child care homes has experienced a slight decrease from 1018 homes to 1016 homes.
- There are 26 more centers and 2 more family child care homes accredited by outside accrediting bodies (an indicator of quality services).
- There are increases in the number of child care providers credentialed at all levels (1-6) of the credentialing process. The number of child care providers credentialed at level 4 or above has more than doubled from 124 to 269 providers.

The report, however, shows a significant decrease in the number of degreed providers in child care programs as follows:

	AA Degrees	BA Degrees	ECE Program
October 2008	184	562	356
June 2010	166	243	197
% change	-9.8%	-56.8%	-44.7%

It would be useful for the Committees to hear from DHHS representatives about whether the numbers in the report accurately demonstrate a decreasing trend in the education of child care providers in the County, and if so, what implications this trend has on the delivery of high quality early childhood programs.

Kindergarten Readiness Data

MSDE has published school readiness data for 2009-2010 school year, and excerpts of a powerpoint summarizing key trends in Maryland and Montgomery County and other supporting data are attached at ©17-23. Highlights of the 2009-2010 data include:

- The percentage of County kindergartners deemed fully ready continued to increase to 76%, up 3 percentage points from the 2008-2009 school year (©18).
- The current overall rate is 2 points lower than the statewide full readiness level (©18). Four jurisdictions had lower rates of children deemed fully ready (©23).
- Gains by African-American (at 72%) and Hispanic students (at 66%) have reduced the disparity resulting from comparison to white children from 17 points and 20 points, respectively, in 2001-2002 to 11 points and 17 points in 2009-2010 (©20).
- Although English Language Learners have made significant progress since 2001-2001 from 51% to 64%, the gap between ELL and English proficient students widened from a 10-point difference in 2001-2002 to a 17-point difference in 2009-2010 (©21).
- Gains by children in low-income households (at 66%) have reduced the disparity resulting from comparison to children in mid-to high-income households from 20 points in 2001-2002 to 16 points in 2009-2010 (©21).
- Gains by children receiving special education services (at 47%) have reduced the disparity resulting from comparison to children not receiving services from 37 points in 2001-2002 to 31 points in 2009-2010 (©22).
- The highest rates for fully ready children based on prior care were for non-public nursery (87%), child care center (80%), and pre-kindergarten (76%) (©22).
- The greatest progress between 2001-2002 and 2009-2010 occurred for pre-kindergarten programs with a 21-point gain (©22).

The Committees should discuss with participants what accounts for the lower rate in kindergarten readiness improvement in the County compared to the rest of the State. Do the demographics in the County, i.e., rates of English Language Learners or low-income students, account for the differences in improvement rates? What implications should this readiness information have on the County's strategies for providing early childhood services, especially pre-kindergarten and other early learning programs?

Early Childhood Mental Health

In FY10, DHHS continued the delivery of early childhood mental health consultation services through contractors, who provided on-site consultation services at 42 child care programs, serving 3,029 children. No child at risk of expulsion who received these services was involuntarily expelled.

For FY11, State funding decreased to \$141,000 from \$142,000 in FY10 and \$150,000 in FY11. In addition, contractors received 5% reductions to their County funded contracts. The \$284,586 in County funding for this program in FY11 also supports ChildLink, which is the intake for these services in addition to the entry point for a range of County services for young children.

The program is currently working at capacity.

B. STATE INITIATIVES

The UPI Work Group observed that "the expansion of Preschool for All services in Montgomery County will be heavily influenced by the roll out of the program at the State level." (©5) The Committees will have the opportunity to hear about Preschool for All developments at the State level from MSDE representative Valerie Kaufmann and Preschool for All pilot site operators. Information about the State's strategic planning efforts will also be presented.

Preschool for All

MSDE has established 11 Preschool for All pilot sites as pre-kindergarten programs developed in partnerships with local education agencies and community child care centers. The programs use the 10 Quality Benchmarks for High-Quality Preschool Education set forth in the 2007 Task Force Report on Universal Preschool Education in Maryland. See ©24. Two pilot sites are located in Montgomery County and are described as follows:

Centro Nia (©29-30): Centro Nia's Maryland program is located at the crossroads of University Boulevard and New Hampshire Avenue in Takoma Park. The center serves 150 children and families from birth to 5 years of age. The population is 85% Latino and 15% African-American, and 78% of the children qualify for the federal free and reduced meals program. The program received a Preschool for All award of \$100,000 for services delivered in FY10 and a renewal for FY11. The Preschool for All funding serves 20 children for 6.5 hours of programming. The Center also offers extended day services for an additional 3.5 hours to accommodate working parents.

Peppertree Center, Inc. (©31-33): The Peppertree Center is located in the Upcounty Regional Services Center in Germantown. The center serves 86 children, ages 6 weeks to 12 years old, from culturally and economically diverse backgrounds. The center's Preschool for All award provides \$75,000 per year for four years to serve 18 children for 6.5 hours of programming. The center also provides parents with a before and after care option.

Strategic Planning and Expansion

MSDE has indicated that "there is no funding available at this time to increase the number of preschool pilot sites in Maryland," but that MSDE will "continue to operate the Preschool for All pilot sites to lay the ground work to serve an increased number of four-year-olds whose family incomes are between 185% and 300% above federal poverty guidelines."

In addition, MSDE indicates (©27) that its future plans for early care and education are driven by the following strategic plans: Maryland Early Childhood Advisory Council (2009-2012) and MSDE Division of Early Childhood Development (2010-2013). The Executive Summary for the Maryland Early Childhood Advisory Council plan is attached at ©36. Debbie Shepard, a member of the advisory council and a DHHS administrator for Early Childhood Services, will present to the Committees about the group and its plans.

MSDE reported in June that the Division of Early Childhood Development's strategic plan was in a draft version and would soon be released for review. The MSDE response on ©27

describes provisions in the draft version including "[m]aintaining and expanding (if feasible) Preschool for All pilot sites and "[c]oordinating career options within early childhood education."

The Committees may be interested in asking MSDE representative Kaufmann (1) when the Division's strategic plan is expected to be released; (2) when the State anticipates it will be able to expand Preschool for All services; (3) whether other sources of funding, e.g., Early Challenge Fund, US DHHS grants, to support Preschool for All services and the local system of early childhood care and education services are likely to become available over the course the current or next fiscal year.

C. TRAINING OPPORTUNITIES FOR CHILD CARE PROVIDERS

Local Colleges and Universities

Local colleges and universities have continued to develop their Early Childhood Education (ECE) programs to make early childhood certification and degree programs accessible and relevant to child care providers in the community. The UPI Work Group highlighted the need to build on the existing professional development system for early childhood professionals and make accessible and affordable training opportunities that move professionals up the ladder beginning at the lowest level up to degreed and certified teachers (©10).

The Committees will receive updates on the efforts to expand and make accessible programming at Montgomery College, the Universities at Shady Grove, and Washington Adventist College.

Montgomery College (©37): The college is currently supporting 25 students in degree completion pathways: Associate of Applied Sciences or the Associate of Arts in Teaching/Early Childhood. Over 30 child care providers have accessed MSDE funding. The college has more than 50% of degree program coursework in online or hybrid formats and all other courses are available in the evening and/or Saturday during at least one semester each year. The college has been entertaining the creation of a new Associate of Arts in Early Childhood that would provide hands on child care training courses and a better pathway to transfer to a bachelor's degree program.

Universities at Shady Grove -Towson University (©38-40): Towson's ECE program is in its third year. It graduated nine students last May, and four have been hired at MCPS. Eight students are expected to graduate in May 2011, and another eight in May 2012. For the 2010-2012 cohort, eight students are full-time and four are part-time. One currently enrolled student is receiving financial assistance from the MSDE Professional Development Fund. The university has offered its program in an evening/part-time format.

Washington Adventist University (©40): The ECE program began in the fall of 2008. The university currently has 25 students in the early childhood care and education (non- certification) program and 7 students in the dual certification early childhood and special education program. The school has graduated 4 students, and 31 students received MSDE funding.

DHHS Supports

DHHS provides funding, technical assistance, and training that supports the professional development of child care providers.

Scholarships and Accreditation Awards: The chart at ©41 shows for FY09 and FY10 the number of individual awards and total funding for higher education scholarships, evaluation of foreign credentials, and child development credentials as well as the number of programs and total funding for accreditation support.

This fall, 44 child care providers have accessed County scholarships down from 55 in the Spring and 30 providers have accessed State Higher Education Funds down from 34 in the Spring.

Specific information about available FY11 scholarship and accreditation support funding was not available prior to packet publication; however, Council staff understands that DHHS representatives will be bringing this information to share with the Committees.

Pre-K Curriculum Training Project: DHHS provides an update (©42-43) for this program designed to prepare child care providers to implement the State's Pre-K curriculum instructional strategies and increase the number of children in key areas fully ready for kindergarten.

Services are targeted to providers based on their level of foundational training and service. In FY10, one cohort including child care centers and family child care providers received site-based mentoring that supported teachers with implementations strategies. Family child care providers also attended monthly networking meetings focusing on specific curriculum strategies and skills for working with mixed age groups. Because of budget reductions in February 2010, mentor services were reduced for centers and eliminated for family child care providers. The program served 8 teachers from 4 centers and 9 family child care providers. Over 100 children benefited from the providers' participation.

The second cohort participated in a year-long training on the Maryland Model for School Readiness, curriculum implementation, and health and nutrition curriculum. Because of budget reductions, the cohort did not receive curriculum materials. The program served 15 teachers from 8 centers and 10 family child care providers. Over 160 children benefited from the providers' participation.

D. OTHER INFRASTRUCTURE SUPPORTS FOR THE CHILD CARE COMMUNITY

The Committees may be interested in seeking comment from the MSDE representative about the status of the following two infrastructure concerns.

Staffing at Region 5 Office of Child Care

The Commission on Child Care has highlighted in its 2009-2010 annual report a concern that the loss of staff positions in the State's Office of Child Care in Montgomery County may impact the ability of new child care programs to open and the enforcement of child care regulations, which could jeopardize the safety and school readiness of young children. See ©44.

The Committees may want to seek comment from MSDE representative Valerie Kaufmann how the State plans to address workload and staffing issues at the Montgomery County Office of Child Care and whether vacancies in the office will impact services provided.

Centralization of Locate Child Care Services

During FY11 budget discussions, the Committees learned that the State was centralizing LOCATE Child Care Services. The HHS and Education Committee Chairs corresponded with the State Superintendent of Education expressing concern about how the centralized services would roll out and how the services would address the language needs of the County's diverse population. LOCATE services offered by the County have helped parents receive information in their native language about local child care programs and selecting high quality child care.

MSDE's responded (©26, 45-46) in June indicating that the LOCATE services had been centralized at the headquarters of Maryland Family Network/Maryland Child Care Resource Network (MCCRN) with a gradual turnover to a statewide toll free number. During the phase-in period, calls have been routed from local Child Care Resource and Referral Center telephone lines to the toll free line. Language line services have been available to provide interpretation for parents whose first language is not English; the community line message is provide in both English and Spanish; and a bilingual English-Spanish counselor is on staff. MSDE also highlighted the availability of flyers in English and Spanish and internet-accessible software that allows parents to conduct self-guided searches for child care program referrals.

The Committees may be interested in seeking an update from Ms. Kaufmann about the centralization process and whether usage data is available to show whether parents in Montgomery County, including those with limited English proficiency, are being served at a level comparable to when LOCATE services were delivered by the County.

III. RECOMMENDATIONS

In order to maintain focus on early childhood services and position the County for potential future funding opportunities, Council staff recommends that the Committees reconvene the UPI Work Group over the next year to perform the following:

- Evaluate data including recent reports and census updates to further refine the estimates of children needing preschool programs and target areas for potential expansion when funding becomes available;
- Monitor any developments at the National and State levels for expanding quality early childhood programming and providing opportunities for additional funding (e.g., early challenge fund, etc.);
- Monitor program developments that impact the early childhood community's capacity to deliver high quality programming (e.g., professional development, technical assistance, space, etc.);
- Make policy recommendations, particularly cost neutral ones, that move the goal of universal preschool and the system of early childhood services incrementally forward.

MEMBERSHIP
UNIVERSAL PRESCHOOL IMPLEMENTATION WORK GROUP

Co-Chairs: Janine Bacquie, Director, Division of Early Childhood Programs and Services, Montgomery County Public Schools

Kate Garvey, Chief, Children, Youth, and Families, Department of Health and Human Services

Members: Jose Alvarez, Parent Representative

Khadra Ayorinde, Family Child Care Association of Montgomery County

Lindsey Allard and John Surr, Maryland Community Association for the Education of Young Children

Julie Bader, Supervisor, Child Find Disabilities Unit, Montgomery County Public Schools

Gene Counihan, Montgomery County Chamber of Commerce

Jennifer Devine, Vice Chair, Montgomery County Commission on Child Care

Clara Floyd, President, Maryland State Teachers Association

Rolf Grafwallner, Assistant State Superintendent, Division of Early Childhood Development, Maryland State Department of Education

Mary Lang, Director of Planning, Universities at Shady Grove

Jaclyn Lichter, Political Director, Services Employees International Union

Traci McLemore, Senior Associate for Early Childhood Initiatives, Montgomery County Collaboration Council

Jane Seffel, Organization of Child Care Directors of Montgomery County

Brad Stewart, Vice President and Provost, Montgomery College

EXECUTIVE SUMMARY

On July 22, 2008, the County Council adopted Resolution No. 16-664 establishing the Universal Preschool Implementation Work Group. Building on the December 2007 Preschool for All Report generated by the Maryland State Task Force on Universal Preschool Education, the County Council established the Work Group to develop recommendations for implementing a countywide program that provides all County four-year olds the opportunity to participate in a high-quality preschool program. The countywide program envisioned by the Work Group will be referenced in this report as the Preschool for All program.

The Work Group developed its recommendations understanding that the following program components recommended by Maryland State Task Force would be required in the delivery of Preschool for All services: (1) comprehensive pre-kindergarten curriculum standards covering multiple domains; (2) lead teachers certified in early childhood education; (3) assistant teachers with high school diplomas with preference for teachers with the Child Development Associate (CDA) credential or equivalent training; (4) annual teacher participation in approved professional development; (5) class size limited to an average of 20 children consistent with Maryland law; (6) a classroom maximum ratio of one staff member for every 10 children; (7) the provision of support services including general screening and referral services; (8) the provision of at least one full meal per day if services are offered for more than 2.5 hours; and (9) program quality assessment and performance reports.

A substantial body of research supports the conclusion that early childhood education programs can produce lasting improvements in the life outcomes of children. Programs like the High/Scope Perry Preschool Program and the Abecedarian Project demonstrated lower participation in special education, higher graduation rates, lower involvement in the criminal justice system, and higher employment rates for those students who participated in a high quality preschool program. This research concludes that high quality early childhood programs are cost effective and generate savings many times over the original investment by avoiding future public costs related to incarceration, special education services, public assistance, and increasing taxes generated from higher earnings.

In FY2009, there are approximately 13,500 four-year-olds who reside in Montgomery County, and out of this total approximately 3,969 are entitled to public preschool services based on family income. These programs are only reaching about 2,645 income eligible students, a small number of whom are three-year-olds. Thus, more than 1,324 four-year-old children eligible to receive publicly funded preschool services have not accessed them. Currently, publicly funded preschool services offered by the Montgomery County Public Schools and private community-based programs are operating at or above capacity with wait lists for some services. The County has reached the point where the demand for publicly funded preschool education services exceeds the current funded capacity to deliver these services.

In exploring the critical issues to address in implementing Preschool for All in Montgomery County, the Work Group considered information from a variety of sources. The Work Group participated in informal discussions with community groups and parents, hosted

two public forums, conducted an online parent survey, collaborated on a higher education needs assessment survey, and received briefings from early childhood and child care experts at numerous meetings between September 2008 and March 2009.

During this process, all families reported the desire for high quality, affordable preschool programs that will prepare their children for success in school and meet individual family needs, culture, and values. Low income families expressed particular need for services that provide transportation or are accessible through public transportation and services that are offered during parent work hours.

The long term vision of the Work Group is to provide access to voluntary, quality preschool services in a variety of settings that meet the diverse needs of all four-year-old children and their families. Expanding preschool education options should be one component of how the County strengthens early childhood services to improve the school readiness of very young children from birth to age five across all developmental domains, e.g., language, literacy, physical, social, emotional, and cognitive.

Acknowledging that the implementation of Preschool for All in Montgomery County will be heavily influenced by the roll out of the State program, the Work Group makes the following recommendations for the County to:

- Maintain full funding for existing early childhood services from birth through age five;
- Sustain the existing requirement under the Bridge to Excellence in Public Schools Act of 2002 to enroll four-year-olds from economically disadvantaged backgrounds (185% of the Federal poverty level);
- Engage all types of preschool and childcare providers in efforts to expand preschool opportunities for children;
- Create a local review panel to provide countywide coordination of preschool services;
- Initially expand Preschool for All services to children whose family income is at or below 300% of the Federal poverty level and communities with the greatest need;
- Conduct a community needs assessment prior to expansion in specific communities;
- Provide transportation as a component of program expansion because many families cannot access preschool services if transportation is not available;
- Grow the pool of high quality preschool providers using a variety of support services (e.g., training, technical assessment, scholarships, English language development), targeting child care providers at all levels;

- Give preference for expanded professional development funding to providers serving high needs areas, center-based staff closest to certification, and family child care providers closest to national accreditation;
- Encourage the State and higher education institutions to develop a higher education system that meets the needs of the County's early childhood workforce;
- Develop a pilot model for delivering Preschool for All services through family child care providers that aligns with the State requirements;
- Monitor the progress and success of program participants using a student assessment tool and assess other programmatic aspects that reflect on high quality care and education;
- Develop a rigorous communication and outreach plan to educate the community about the importance and effectiveness of preschool programs and enlist the participation and support of businesses and other organizations; and
- Fully utilize any funding made available for Preschool for All services and make local resources available to the extent necessary to access State, Federal, or private funding and ensure the delivery of high quality Preschool for All services with adequate infrastructure support.

VII. WORK GROUP RECOMMENDATIONS

A. LOCAL REVIEW PANEL

MSDE's Draft Business Plan provides for each local jurisdiction to designate a Local Review Panel (LRP) to provide countywide coordination. The LRP will review and approve all applications made by providers interested in delivering Preschool for All services and forward its recommendations to the MSDE.

The Work Group recommends that the LRP:

- Include representatives of the organizations included in this Work Group.
- Include at least two parent representatives.
- Include representatives of umbrella organizations appropriately representing the faith-based community, nursery schools, and private child care providers including Montessori programs.
- Include technical experts who have in-depth knowledge of quality early childhood education and care programs.
- Publish findings from each community needs assessment as a part of the Request for Proposal process. (See the discussion of community needs assessment in the following section on Program Expansion.)
- Hold technical assistance meetings for potential Preschool for All applicants to clarify application processes, local requirements, and considerations for priority funding.

B. PROGRAM EXPANSION

The long term vision of the Work Group is to provide access to voluntary, quality preschool services in a variety of settings that meet the diverse needs of all four-year-old children and their families. The Work Group believes strongly that expanding preschool education options should be one component of how the County strengthens early childhood services to improve the school readiness of very young children from birth to age five across all developmental domains, e.g., language, literacy, physical, social, emotional and cognitive. **Existing services for the youngest children birth through age three should not be adversely affected (e.g., reduced funding or scope of services) for the sake of providing expanded Preschool for All services for older children.**

Although the expansion of Preschool for All services in Montgomery County will be heavily influenced by the roll out of the program at the State level, the Work Group makes the following recommendations related to expanding publicly funded preschool services in Montgomery County:

- **Target initial expansion in areas of greatest need:** Because the scope of implementing Preschool for All in Montgomery County and the State will require enormous costs and multiyear logistical challenges, the Work Group has developed recommendations for initially expanding Preschool for All services, understanding that the goal of the program is to eventually reach all four-year-olds whose parents want services. **The Work Group recommends first focusing on areas with the greatest concentration of poverty rates as indicated by school FARMS rates.** Using this single criterion simplifies the process of targeting expansion areas and is highly correlated to other risk factors including limited English proficiency and mobility.
- **Public funding to support children at or below 300% of the federal poverty level:** The Work Group recommends that public funds will initially support students whose family income is at or below 300% of the federal poverty level. This is consistent with the State's Draft Business Plan proposal. Currently, jurisdictions are mandated under the Bridge to Excellence Act to provide preschool services to all children whose family incomes are at or below 185% of the federal poverty level.
- **Preference to children in targeted school attendance/cluster areas:** The Work Group recommends that preference for services at community-based expansion sites should go to children who live in the designated school attendance/cluster areas. Each expansion site must maintain the minimum number of income-eligible children as required by the State, and only income-eligible children will be supported with public funding.

The Work Group felt it important to: (1) treat community members consistently in targeted communities, (2) allow child care providers to integrate the Preschool for All framework into existing child care programs which include private pay slots, and (3) reduce attempts to bypass the order of expansion by families who live in other neighborhoods not yet targeted for Preschool for All services. Acknowledging that it is in the interests of the program to fill all slots and that needy children live in areas all over the County beyond the areas initially targeted for expansion, **the Work Group recommends that providers may move beyond the specified community for income eligible applicants after first reasonably exhausting efforts to serve children in the school attendance/cluster area.**

- **A measured approach to expansion in targeted areas:** The Work Group recommends growing capacity in individual communities at a gradual pace. This approach is recommended to avoid having unused capacity in Preschool for All programs. The Work Group believes that a paced approach maximizes the ability to fill publicly funded preschool slots. It also allows child care providers to adapt to the changing needs of the population and thus avoids sudden negative and unforeseen consequences to both providers and families.
- **Perform a community needs assessment in each area of expansion:** Prior to soliciting applications for delivering Preschool for All services, the Work Group recommends that the LRP conduct a needs assessment that assesses for the community (1) the existing capacity of accredited providers and the local school system, (2) the capacity of accredited providers and the local school system to expand services in the targeted area, (3) the quality of existing child care programs, (4) the available inventory of public and private space for delivering programming, (5) feedback from parents, and (6) cost

considerations for parents related to different program options. The information collected by the LRP will ultimately inform the selection of qualified Preschool for All providers and ensure that programs meet the needs of parents and the community.

The community needs assessment will lead to the development of a menu of services to be targeted for expansion and a strategy for growing the capacity of quality preschool services for each community. The menu may include options for full day or part day programs, wrap around child care services, faith based programs, and center-based, school-based, or family child care programs. The Work Group has reviewed research that shows benefits from both full and half day programs and has heard from parents about their interest in having a full range of programmatic options. The Work Group recognizes the need to have full day programs with wrap around child care to allow children whose parents work full time to access Preschool for All services.

The community needs assessment will also be used to determine where additional services are needed. For example, the Preschool for All program structure proposed by the State is consistent with the school year program of 180 days. For summer months, families will be linked to existing programs with their current preschool providers or with other service providers in the community. However, if extraordinary circumstances require, the LRP could identify the need for a longer program.

- **Work with the whole community of qualified providers:** The Work Group recommends that the LRP work with the whole community of qualified preschool providers to meet the demand for high quality services. Expanding services to all four-year-olds whose families request them will require working with qualified providers in diverse settings. The effort may require innovative programming and collaborative partnerships among different organizations. The LRP should explore and encourage all options, including partnerships that will contribute to providing quality services to preschool children.

C. AUXILIARY SERVICES

The State requires screening and referral services covering vision, hearing, speech and language, health and physical development. Other auxiliary services must be offered, but the State leaves the determination of specific services to local jurisdictions. Work Group members have noted that the requirements related to support services and their funding continue to be developed at the Federal and State levels.

In identifying auxiliary services that should be made available to families, the Work Group makes the following recommendations:

- **Offering parent involvement opportunities should be a requirement of each Preschool for All program.** As a part of the application process, programs should demonstrate how they will keep parents engaged and involved. Parent involvement has been shown in research to contribute to student success in the early grades.

- **Preschool programs should be required to provide or arrange for general screenings to all four-year-olds, consistent with State Preschool for All requirements, sufficient to identify children who need additional services and to refer them to appropriate service providers.**
- **Preschool programs must demonstrate how they would deliver or link children and families with auxiliary services.** Services are not required to be provided on site, but programs should be required to refer families to appropriate services. The provider may demonstrate an established relationship or affiliation with an auxiliary services provider or a means of accessing services.
- **Training resources are needed to help preschool providers link families to appropriate services.** Providers will need (1) to understand how to conduct or arrange for developmental screenings; (2) to navigate social service systems and understand what services are available for families in the community and how to make referrals for services; (3) to use existing services/resources like InfoMontgomery and ChildLink; and (4) to be able to identify families who need support services. Although there is training available to providers to conduct developmental screenings, additional funding may be required and could be provided through enhancements grants under Preschool for All.
- **There is a need for increased funding to keep up with the demand for auxiliary services generated by Preschool for All programs.** The Work Group anticipates that funded services such as developmental screening and other program supports will be in greater demand as program providers are encouraged and trained to refer families for services. **The Work Group recommends that an assessment be completed to determine what level of additional funding will be needed.**
- **Service providers that have the capacity to provide or connect a broad range of students (e.g., special needs, bilingual, etc.) with services should be given some preference in the application and selection process.**

D. TRANSPORTATION

Although the State does not require transportation for preschool services under COMAR, the Work Group recommends that the County develop a transportation plan for Preschool for All Services as a long-term goal. **As a matter of policy, the Work Group believes that access to transportation should be a component of quality programs and recognizes that many families would not access preschool services without transportation.**

Recommendations related to a transportation system are as follows:

- **Transportation service should follow the same priority rollout as the Preschool for All program. Children whose family income falls below 300% of the federal poverty level should not be required to pay for transportation service.**

- The system could include fee collection from participants whose household income exceeds 300% of the federal poverty level.
- In designing a transportation system, the Council and the Executive Branch may want to explore the costs of and different options for providing transportation services, assess the local transportation infrastructure, and examine how transportation is provided in other jurisdictions to deliver universal preschool services.

E. PROGRAM MONITORING AND EVALUATION

The State will have the primary responsibility to monitor and collect evaluation information from programs that participate in Preschool for All. Nevertheless, the Work Group recommends that as a policy, **the County monitor the progress and success of program participants using a student assessment tool and assess other programmatic aspects that reflect on high quality care and education.** Additional support will be needed for training and implementation.

F. TEACHER COMPENSATION

The State Draft Business Plan proposes a salary schedule for teachers participating in Preschool for All which is based on an average of the first five years of a public school teacher's salary across all jurisdictions in Maryland. The State has suggested that programs will be required to pay their teachers this base salary or higher based on experience and education. The State has said that local jurisdictions may add additional funding to raise teacher compensation to be consistent with local public school salaries and benefits if the local average is higher than the average across all Maryland jurisdictions.

The Work Group makes the following recommendation regarding teacher compensation¹:

- **Work with MSDE to advocate for the adoption of a regional system of market-based pay and benefits, as the agency has for child care subsidies.** For Montgomery County, a regional system is preferable to a statewide average, which would not recognize the added costs of living and teaching in our area.
- **If the State is unable to adopt regional pay formulas, the County Government should consider supplementing State-provided enhancements for qualified Preschool for All teachers to bring compensation up to the average compensation of MCPS teachers in their first five years.** The Work Group recommends the increase in order to retain Preschool for All teachers in their positions and programs and allow teachers to reside in Montgomery County.
- **Any system of pay and benefits should be based on equal pay for comparable education and professional certification levels.** Considerations of equity suggest the need to pay teachers on a scale comparable to that of public school teachers. Paying

¹ Any implementation program would honor and comply with current collective bargaining agreements, as applicable.

preschool teachers less than public school teachers will affect the program's ability to recruit and retain high quality teachers. The State's Draft Business Plan suggests that there will be a phase-in period during which certification requirements may be waived for teachers delivering Preschool for All services. In this case, the Work Group believes that compensation should be tiered based on actual education and certification levels achieved.

G. BUILDING A PRESCHOOL FOR ALL TEACHER WORKFORCE

In order to achieve the vision of Preschool for All and an integrated network of services for all young children, the Work Group emphasizes the need to build on the existing professional development system for early childhood professionals. The Work Group advocates for a holistic approach to increasing the ability of providers across all levels to deliver quality preschool services. In addition to increasing accessible and affordable training opportunities, the system should provide supports that allow professionals to access training opportunities, ensure sufficient outreach to make opportunities known to the provider community, and accommodate the cultural and linguistic diversity of professionals. Training and professional development opportunities should be available to move professionals up the ladder beginning at the lowest level, to the educator beginning a four-year degree, up to and including certified teachers.

- **Grow the pool of high quality preschool teachers by increasing funding to programs that support professional development, credentialing, certification, and accreditation.** Additional funding is needed for scholarships, technical assistance, child care substitutes, and program enhancements including equipment and supplies. **Existing professional development and scholarship funds for individuals serving all age groups should be maintained and not be supplanted in favor of supporting those who serve primarily four-year-olds.**
- **Give preference for the use of expanded professional development funding to child care teachers serving in high needs areas, with priority for child care teachers closest to certification for center-based programs and family child care providers closest to national accreditation.**
- **Explore the use of incentives to attract and retain qualified Preschool for All teachers serving high needs areas.**
- **Advocate for increased State funding to support provider training and professional development:**
 - Set aside a portion of Hoyer professional development grants to support regional trainings on curriculum use and Maryland Model for School Readiness (MMSR).
 - Support for an early education cohort through higher education providers in Montgomery County.
 - Increase state resources to allow expedient accreditation, credentialing, and training.

H. CERTIFICATION WAIVER AND HIGHER EDUCATION OPPORTUNITIES

Higher education teacher training programs in Montgomery County that satisfy the requirements of Preschool for All do not address the full developmental range required for teachers working in child care classrooms. Teacher education programs that cover pre-kindergarten through 3rd grade do not address center-based child care or Early Head Start providers' work with children from birth through age three. The County also lacks availability of flexibly-scheduled or on-line early childhood courses and student teaching opportunities with children under age 5.

During the course of Work Group discussions, significant issues arose regarding the ability to address the higher education needs of the local child care workforce. The Maryland Higher Education Commission (MHEC), an organization key to moving forward the recommendations of the Work Group, was not a participant in these discussions. Consequently, the Work Group recommends that the Council establish communication with MHEC regarding the concerns raised by the Work Group.

- **Encourage MHEC, MSDE, and higher education teacher training institutions to develop a higher education system that meets the needs of the County's early childhood workforce**, including college coursework that is flexibly scheduled (e.g., weekend or evening coursework, on-line opportunities, accelerated formats, etc.) and provides opportunities for teachers to pursue four-year degrees related to early childhood education and development. The system should also address barriers related to articulation for existing course work and associate degrees and options for student teaching practica in viable settings (e.g., child care centers). **Local funding may be required to support the development of and accessibility to programs that help motivated, under-qualified teachers achieve qualified status.**
- **Encourage higher education institutions to work with MSDE to collaboratively develop a certification for teachers working with children from birth through age five and clarify the practicum and professional development school expectations for teachers working with this age group.**
- **Encourage the higher education system to explore the possibility of awarding alternative credits that can be counted toward higher education degrees or certification.** It may be that experienced providers can receive credits for demonstrated competence in delivering quality early childhood education over a defined period of time or receive credit retroactively for early childhood coursework that was previously designated non-credit.
- **Allow a time-limited waiver of certification requirements with clear deadlines to teachers delivering Preschool for All services consistent with State requirements.** Certification should ultimately be required for teachers delivering Preschool for All services to ensure the quality of services to children. The length of the waiver period should be based on an analysis of responses to the Higher Education Needs Assessment Survey that would consider (1) the number of certified providers able to deliver Preschool for All Services, (2) the demand of children who need Preschool for All

services, (3) the demand for higher education services, (4) the feasibility of providing higher education programs that are tailored to the needs of the workforce, and (5) the accessibility of programs for teachers.

- **Designate a group to follow up on issues related certification waivers and developing higher education opportunities.** The group should include representatives from the Universities at Shady Grove, Montgomery College, Columbia Union College, MCCC&RC, MHEC, MCPS, and MSDE. The group would be responsible for analyzing data generated by the Higher Education Needs Assessment, exploring the development of programming that meets the needs of existing providers, and evaluating the costs of programming. The group should solicit input on their planning efforts from existing providers.

I. CRITERIA FOR SELECTING PROVIDERS

The Work Group recommends the following criteria for selecting providers of Preschool for All services:

- **Requirement for meeting national or state accreditation standards;**
- **Demonstrated ability to meet MSDE requirements identified in the Preschool for All Report that are aligned with COMAR 13A.06.02;**
- **Quality of proposed services and their responsiveness to the needs of the community as identified in the Request for Proposal;**
- **Capacity of the program to deliver services; and**
- **Cost effectiveness of services proposed.**

The Work Group also recommends that some preference in the selection process be given to providers who demonstrate the ability to work with diverse populations, e.g., English Language Learners and children with special needs.

J. FAITH-BASED PROGRAMS

The Work Group recognizes that the faith community represents an important segment of the preschool provider community. **The Work Group recommends making explicit the eligibility of faith-based programs to participate in Preschool for All and requiring that faith-based programs comply with all Preschool for All requirements.**

K. FAMILY CHILD CARE NETWORKS

The State Task Force included networks of family child care providers in its proposed system of delivering Preschool for All services. The Work Group supports the development of

family child care networks or other models that ensure the delivery of quality programming by family child care providers.

The concept of family child care networks is in the development stage at the State, and additional guidance from MSDE on the following topics is appropriate: What are the minimum requirements for family child care providers to deliver universal preschool services? How must family child care networks be structured, and what functions must they perform?

In the absence of specific mandates related to family child care networks, the Work Group makes the following recommendations:

- **The County should develop a pilot model for delivering Preschool for All services through family child care providers that aligns with State requirements.**
Opportunities to provide instruction in the home environment and to have mentors support providers with technical assistance should be incorporated into the pilot. Additional research into the delivery of preschool services through family child care networks in other jurisdictions may be useful in developing a local pilot program.
- **Family child care providers delivering Preschool for All services must be nationally accredited through the National Association of Family Child Care.**

L. COMMUNICATION AND OUTREACH PLAN

The Work Group emphasizes the need for the Council to develop a rigorous communication and outreach plan, which will educate: (1) the community about the importance and effectiveness of preschool programs; (2) child care providers about the opportunities and requirement for delivering Preschool for All services; (3) parents about opportunities and eligibility for services; and (4) businesses about the impact of child care opportunities on their workforce and the opportunities to participate in and support this initiative.

The following points summarize the group's recommendations related to a Communication and Outreach Plan:

- Designate the Early Childhood Congress (ECC) to help deliver the message regarding Preschool for All.
- Use existing outlets and technology (e.g., websites, youtube, podcasts, cable TV, radio, ethnic radio, press, etc.) to disseminate information and target particular audiences.
- Perform outreach to the business community including the County Chambers of Commerce including local and ethnic affiliations and the Montgomery County Business Roundtable for Education.
- Engage the business community in a variety of ways matched to its interests (e.g., training, space, funding scholarships or children, etc.).

- Perform outreach to the faith community and religious institutions including Interfaith Works, Action in Montgomery, and County Executive Office of Community Partnerships.
- Make presentations to and solicit the support and feedback of other community groups, such as the Committee for Montgomery, NAACP, civic associations, MCCPTA, and Upcounty Latino Network.
- Perform outreach to and educate parents through the MCCCCR&RC, schools, and family support programs.
- Offer technical assistance to help preschool providers understand the opportunities to deliver Preschool for All services and the support that is available for credentialing, certification, and accreditation.
- Develop a communication plan among all Preschool for All providers to facilitate collaboration and foster a unified delivery system of Preschool for All services.

M. BUDGET AND FUNDING

Even during times of fiscal constraint, the Work Group recommends that the County maintain funding for early childhood services from birth through age five. Full funding must be in place for programs like the Montgomery County Child Care Resource and Referral Center that provide critical infrastructure services to preschool programs to support child care provider training, licensing, accreditation, English language development, and working with children with special needs.

For the future roll out of the Preschool for All initiative, the Work Group recommends that the County:

- **Keep pace with the State expansion of Preschool for All.** Ensure that the County is fully utilizing funding made available by the State, which may require the County to make local resources available in order access State funding.
- **Assess current early childhood infrastructure in Montgomery County to identify funding needed to address increased requirements generated by Preschool for All** that include community assessment; quality and outcomes monitoring; professional development; higher education program development; family child care network development; increased demands for auxiliary services; and technical assistance for RFP development. Phase-in infrastructure enhancements in conjunction with Preschool for All implementation.
- **Expand local funding for Preschool for All services beyond State formulas to the extent necessary to implement the Work Group's recommendations.** Areas in need of enhancement may include teacher compensation, years of service incentives, transportation, and other service enhancements for at-risk children and their families.

- **Maximize available funding for programs by seeking public and private resources** including federal, state, and local funding streams, contributions from the business community, and foundation support.
- **Conduct a study of the Working Parents Assistance program (WPA) to explore the extent to which required family contributions affect participation in the program, how eligible families can pay a lower percentage of their income on child care, and what impact the lowering of family contributions would have on overall participation given existing funding levels. If changes to WPA are ultimately recommended, the Work Group recommends that the Council advocate for similar changes to the State Purchase of Care child care subsidy program, if applicable.**
The Work Group discussed the importance of child care subsidies in making preschool services accessible to working, low-income parents. Because preschool programs under the State's Preschool for All model are likely to be 3 to 6 hours in length, some parents will need additional wrap around child care support to accommodate their work hours. Child care subsidies allow families to access licensed care at a higher cost than informal care; however, the family contribution required by the State Purchase of Care and the County Working Parent Assistance programs can be onerous, as much as 36% of a low income family's household income.
- **Advocate with policy makers at all levels to increase visibility and investment in early childhood education programs that support the development of young children and prepare them for school.**

Child Care in Montgomery County At A Glance

Program Capacity			
1457 Licensed Child Care Programs <i>(based on 2010 Child Care Demographics)</i>	Number of Programs	Capacity for all ages	Programs Serving 2-4 Yr Olds
	1016 Family Child Care Homes	7364	1016
	441 Center Based Programs	28039	251
Accredited Programs <i>(based on MSDE On-Line Report, 6/10)</i>	NAFCC= 18 Family Child Care Homes		
	MSDE = 32 Centers		
	NAEYC = 41 Centers		
Workforce Capacity			
4,000 Estimated Workforce in Licensed Programs	<i>Estimated 55% of all child care programs have at least one staff person who speaks a language other than English.</i>		
MD Child Care Credentialed Providers	Level	Total	} 269
	1	431	
	2	176	
	3	440	
	4	77	
	4+	22	
	5	52	
	6	118	
Degree (AA or BA)* <i>*including foreign credentials, taken from 2008 LOCATE data</i>	Family Child Care = 153 AA/213 BA (69 in ECE)		
	Center Based Programs = 166 AA/243 BA (197 in ECE)		
Resources to Expand Capacity			
Training	80+ MSDE approved Agencies and Individual Trainers		
	313 trainings offered in FY 2009/2010 (as advertised in the Training Bulletin) by 9 partners		
	211 trainings offered for the general public by MCCCRRC*		
	Pre-K Curriculum Project offered by DHHS		
Higher Education	Montgomery College	CEU's, 1 year Certification, CDA, AAS in ECE, AAT	
	Columbia Union College	BA in ECE	
	Towson University offered at the Universities at Shady Grove	BA in ECE	
Local: DHHS Quality Enhancement Awards	Credential Supports	Accreditation Support	
	CDA Assessment Reimbursement; Higher Education Scholarship; Evaluations of Foreign Credentials	Accreditation Support; Family Child Care Network; MCAEYC Accreditation Facilitation Project; Early Childhood Mental Health Consultation	
Local: Technical Assistance & Consultation	MCCCRRC*; Professional Development Coordinator	MCCCRRC*; Health Consultation	
State: Maryland State Department of Education	Training Vouchers; Professional Development (Higher Ed) Scholarships	Curriculum Development Fund; Judith P. Hoyer Enhancement Grants; Accreditation Support; Early Childhood Mental Health Consultation	



*Montgomery County Child Care Resource and Referral Center (MCCCRRRC) is a program of the Department of Health and Human Services and member agency of the Maryland Child Care Resource Network funded by the Maryland State Department of Education and DHHS to provide free and low cost training and technical assistance to providers, child care referrals for parents and support to the community in identifying and addressing child care needs. MCCCRRRC administers local funds to support quality enhancement of child care providers





- The **Maryland Model for School Readiness (MMSR)** is a kindergarten assessment that evaluates what each child knows and is able to do in the seven Domains of Learning:
 - Language & Literacy
 - Mathematical Thinking
 - Physical Development
 - Scientific Thinking
 - Social & Personal Development
 - Social Studies
 - The Arts
- Children are identified as:
 - **Fully Ready:** Consistently demonstrates the skills, behaviors, and abilities, which are needed to meet kindergarten expectations successfully.
 - **Approaching Readiness:** Inconsistently demonstrates the skills, behaviors, and abilities, which are needed to meet kindergarten expectations successfully and requires targeted instructional support in specific areas.
 - **Developing Readiness:** Student does not demonstrate the skills, behaviors, and abilities, which are needed to meet kindergarten expectations successfully and requires considerable instructional support in several areas.

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Census Data

US Census 2000

Estimated Children Age 4	12,751
Children <5 (age 0-4)	63,753

Prior Care Enrollment

(School Year 2008/09)

Child Care Center	13.4%
Family Child Care	3.1%
Head Start	7.6%
Home/Informal	16.3%
Non-Public Nursery	15.3%
Pre-Kindergarten (PreK)	42.7%
Full-Day Program	10.1%
Half-Day Program	89.9%

School Enrollment

School Year 2009/10

Kindergarten Students	10,660
-----------------------	--------

Kindergarten Ethnicity

African American	21.2%
American Indian	0.4%
Asian	16.5%
Hispanic	25.2%
White	36.7%

Kindergartners Receiving Services

English Language Learners	30.1%
Free/Reduced Priced Meals	37.4%
Special Education	7.7%

PreK Students

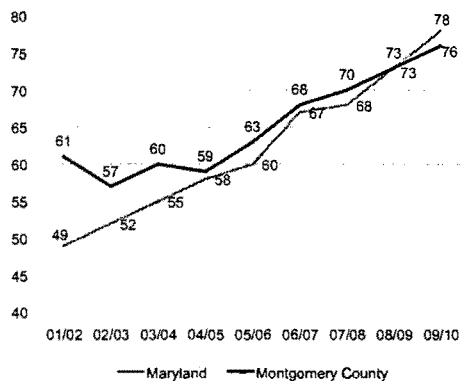
	3,156
Full-Day Program	21.0%
Half-Day Program	79.0%

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Source: Maryland State Department of Education



Full School Readiness Maryland and Montgomery County



Remarkable Progress

•76% of Montgomery County's kindergarten students are fully ready for school, up from 73% in 2008-2009.

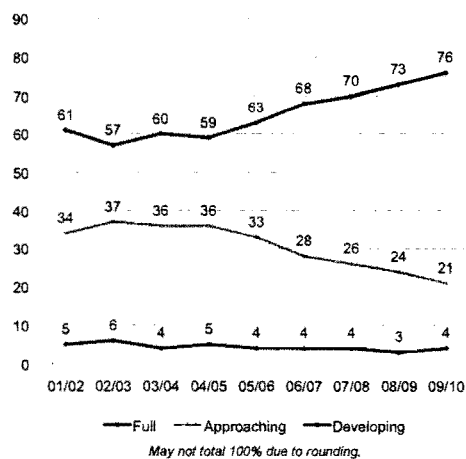
•The County is within 2 points of the statewide full readiness level, currently at 78%.

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Source: Maryland State Department of Education



Montgomery County School Readiness*



Ahead of the Curve

•With a 15-point increase in full readiness in the past nine years, Montgomery County is ahead of statistical projections and has made better than average progress.

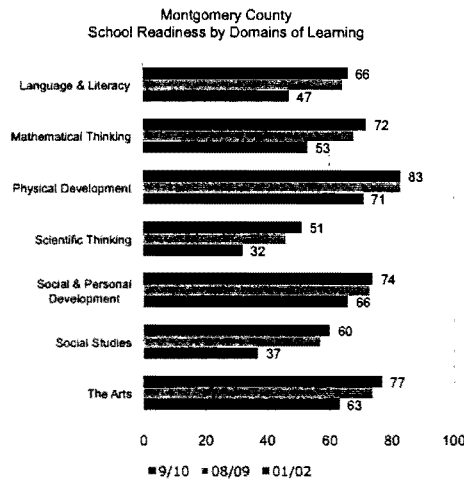
•The County continues to experience rapid declines in the number of students requiring targeted or considerable support—only 25% (about 2,500 students) in 2009-2010.

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Source: Maryland State Department of Education

Improvements Across All Domains

Maryland Model for School Readiness, 2009-2010



Tremendous Progress

•Kindergartners showed major improvements in all Domains of Learning.

•The highest nine-year gain is in the area of:

- Social Studies (up 23 points)

•Kindergartners demonstrate strongest readiness in the areas of:

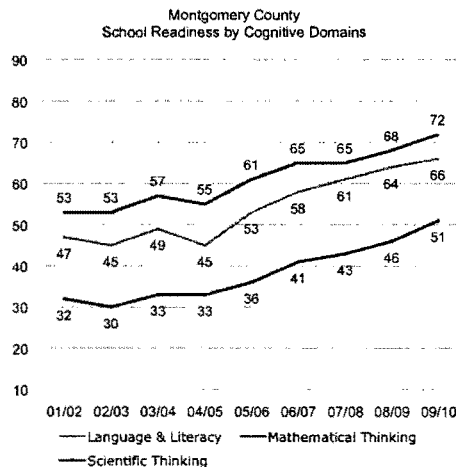
- Physical Development (83% fully ready)
- The Arts (77%)

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Source: Maryland State Department of Education

Improvements in Cognitive Domains

Maryland Model for School Readiness, 2009-2010



Good News

•Higher than average gains in cognitive Domains:

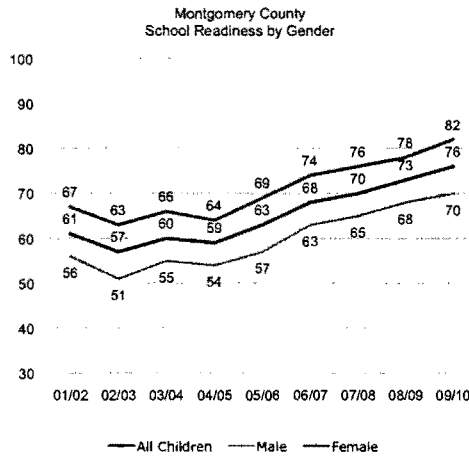
- **Language and Literacy:** 66% fully ready in 2009-2010, a 19-point increase from 2001-2002
- **Mathematical Thinking:** 72% fully ready, a 19-point jump
- **Scientific Thinking:** 51% fully ready, a 19-point improvement

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Source: Maryland State Department of Education

Strong Progress for Both Genders

Maryland Model for School Readiness, 2009-2010



Notable Increases

•In the past 9 years, males (14-point improvements) and females (15-point improvements) made significant gains.

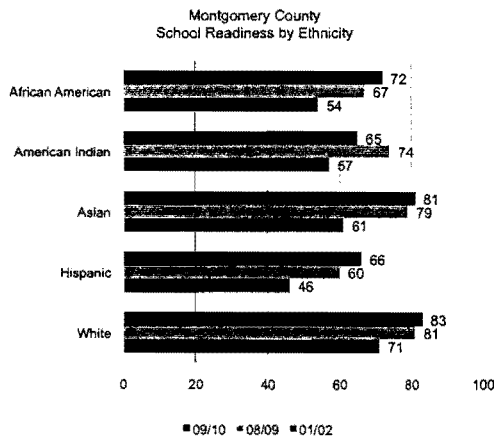
•While fewer males (70%) are fully ready for school, they are within 6 points of the County average (76%).

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Source: Maryland State Department of Education

Improvements for all Ethnicities

Maryland Model for School Readiness, 2009-2010



Significant Advances by African-American Children

•72% of African-American kindergartners are fully school-ready, up from 54% in 2001-2002.

•Gains reduced the disparity between African-American and white children from 17 points in 2001-2002 to 11 points in 2009-2010.

Increases for Hispanic Children

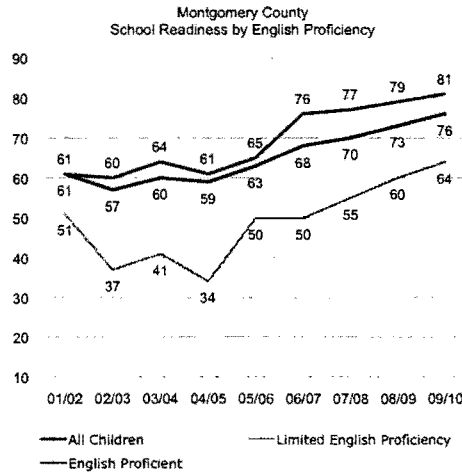
•Hispanic kindergartners increased their school readiness to 66% in 2009-2010. The 20-point gain from 2001-2002 reduced the gap between Hispanic and white children to 17 points.

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Source: Maryland State Department of Education

Strong Progress for English Language Learners

Maryland Model for School Readiness, 2009-2010



Great Strides

•64% of English Language Learners (ELL)—children whose first language is one other than English—are fully ready for school, up from 51% in 2001-2002.

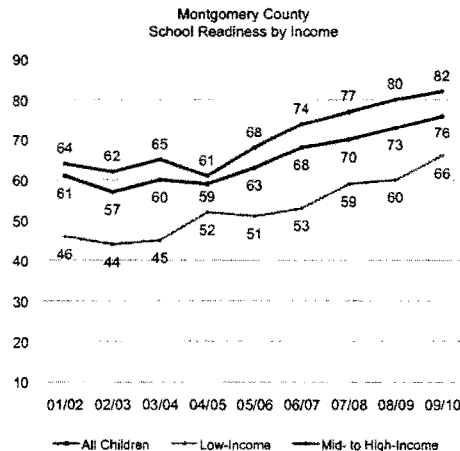
•While growth has occurred, the gap between ELL and English proficient children widened (a 10-point difference in 2001-2002 rose to a 17-point difference in 2009-2010).

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Source: Maryland State Department of Education

Significant Gains for Children from Low-Income Households

Maryland Model for School Readiness, 2009-2010



Achievement Gap Closes

•66% of children from low-income households (as indicated by Free and Reduced Price Meal status) are fully ready for school, up from 46% in 2001-2002.

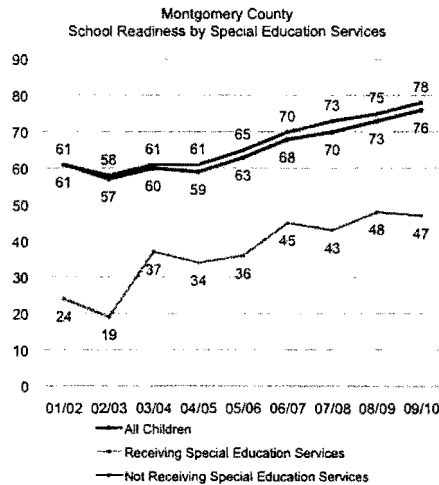
•The 20-point, nine-year increase reduced the disparity between children from low-income households and children from mid- to high-income households to 16 points in 2009-2010.

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Source: Maryland State Department of Education

Children Receiving Special Education Services Continue to Improve

Maryland Model for School Readiness, 2009-2010



Achievement Gap Narrows

•47% of kindergartners receiving Special Education Services are fully ready for school, up from 24% in 2001-2002.

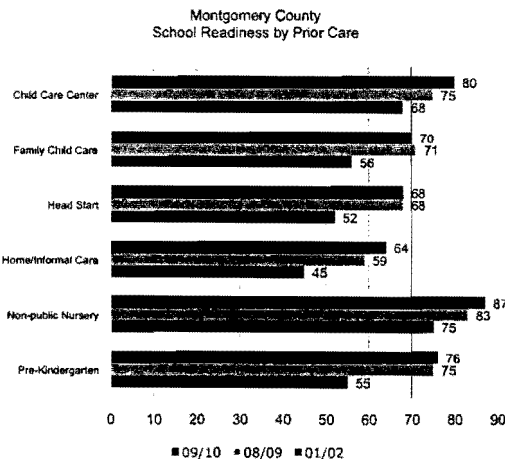
•The 23-point, nine-year increase reduced the disparity between children receiving Special Education Services and children not receiving services from 37-points in 2001-2002 to 31-points in 2009-2010.

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Source: Maryland State Department of Education

Gains by All Prior Care Settings

Maryland Model for School Readiness, 2009-2010



Big Improvements

•The greatest progress occurred among children enrolled in PreK the year prior to kindergarten: 76% are fully ready, a 21-point gain from 2001-2002.

•Children enrolled in Head Start Centers (68% fully ready) and family child care (70%) also made notable improvements, experiencing 16- and 14-point gains in readiness from 2001-2002, respectively.

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Source: Maryland State Department of Education

**MARYLAND MODEL FOR SCHOOL READINESS
COMPOSITE RESULTS BY JURISDICTION
2008-09 AND 2009-10**

Jurisdiction	Percent of Students 2008-09	Percent of Students 2009-10	Change
Allegany County	76	89	+13
Anne Arundel County	73	84	+11
Baltimore City	65	64	-1
Baltimore County	80	83	+3
Calvert County	79	81	+2
Caroline County	55	89	+34
Carroll County	69	96	+27
Cecil County	59	80	+21
Charles County	73	77	+4
Dorchester County	71	66	-5
Frederick County	77	87	+10
Garrett County	69	94	+25
Harford County	84	82	-2
Howard County	76	82	+6
Kent County	82	81	-1
Montgomery County	73	76	+3
Prince George's County	71	68	-3
Queen Anne's County	88	90	+2
Somerset County	85	81	-4
St. Mary's County	79	92	+13
Talbot County	69	78	+9
Washington County	72	73	+1
Wicomico County	68	85	+17
Worcester County	75	81	+6
MSD	71	19	-52
MARYLAND	73	78	+5

Goal #5: Program Conceptual Framework

Each year, the National Institute for Early Education Research (NIEER) at Rutgers University examines and rates the quality of state preschool programs across the country. Program quality is assessed on the 10 benchmarks below, which are linked to positive child outcomes in early childhood research. The Task Force recommended that it be a state goal to use the NIEER benchmarks to improve program quality, as they reflect best practices in high quality preschool programs.

1. *Curriculum standards.* The state must have comprehensive curriculum standards that are specific to prekindergarten and cover the domains of language/literacy, mathematics, science, social/emotional skills, cognitive development, health and physical development, and social studies.
2. *Teacher degree requirement.* Lead teachers in both public and private settings must hold at least a bachelor's degree.
3. *Teacher specialized training requirement.* Pre-service requirements for lead teachers must include specialized training in prekindergarten. Kindergarten endorsements and elementary teaching certificates do not qualify.
4. *Assistant teacher degree requirement.* Assistant teachers are required to hold a CDA or equivalent training.
5. *Teacher in-service requirement.* Teachers must be required to attend at least 15 clock hours of professional development per year.
6. *Maximum class size.* Class sizes must be limited to no more than 20 children for both three- and four-year-olds.
7. *Staff-child ratio.* At least one staff member must be present per 10 children in a classroom for three- and four-year-olds.
8. *Screening/referral requirements.* Programs are required to provide both screening and referral services covering at least vision, hearing, and health. Programs must

Delivering *Preschool for All* to Children in Family Child Care

MSDE will establish networks of family child care homes, which will consist of non-profit organizations as fiscal agents responsible for coordinating by contract a group of family child care providers. The providers must be accredited by the National Association for Family Child Care (NAFCC) and committed to providing services to three- and four-year-old children. The network is defined by contract stipulating the terms of a contract which include, among others, substitute arrangements, required professional development, and a provider membership fee.

The networks will receive funds to recruit a certified teacher in early childhood education who will visit the family child care homes on a regular basis to provide early learning services to eligible children. On occasion, the providers will have group learning experiences at an appropriate location, such as a community center, Judy Center, or other facility. The networks are responsible for providing the services according to the *Preschool for All* standards, including curriculum and support services.

offer, either directly or through active referral, at least one type of additional support service for families of participants or the participants themselves. Types of services may include parent conferences or home visits, parenting support or training, referral to social services, and information related to nutrition.

9. *Meal requirements.* All participants must be offered at least one meal per day. Snacks are not counted as meals.
10. *Monitoring.* Program site visits must be used to assess adherence to state program standards.

From: Rolf Grafwallner [mailto:rgrafwal@msde.state.md.us]
Sent: Thursday, May 27, 2010 3:49 PM
To: Bacquie, Janine G.
Cc: Linda Zang; Liz Kelley; Phil Koshkin; Valerie Kaufmann; Paula Johnson
Subject: FW: County Council ED/DHHS committee hearing June 17th
Importance: High

Rolf Grafwallner, Ph.D.
Assistant State Superintendent
Division of Early Childhood Development
Maryland State Department of Education
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Baltimore, MD 21201

410-767-0342 (Office)
410-333-6226 (Fax)
rgrafwal@msde.state.md.us

From: Valerie Kaufmann
Sent: Wednesday, May 26, 2010 2:23 PM
To: Rolf Grafwallner
Subject: RE: County Council ED/DHHS committee hearing June 17th
Importance: High

*Valerie Kaufmann
Early Learning Branch Chief
Division of Early Childhood Development
Maryland State Department of Education
200 W. Baltimore Street
Baltimore, MD 21201
410-767-6549 (Office)
410-333-6226 FAX
valeriek@msde.state.md.us*

Subject: County Council ED/DHHS committee hearing June 17th
Importance: High

Dear Dr. Grafwallner,

The Montgomery County Council will be holding a ED/DHHS subcommittee hearing on **June 17, at 9:30 am**, to gain an update on any related progress since the time of the Universal Preschool Implementation Work Group's report last year. Kate Garvey and myself are hoping that you would be able to attend that hearing and speak very briefly (approximately 3 minutes) and provide an update on some of the topics listed below:

- A brief description of the transition of Child Locate Services that will serve counties across the state and be offered through the MSDE link/hotline

- *LOCATE*: Child Care Resource and Referral services have been centralized at the Water Street headquarters of Maryland Family Network/ Maryland Child Care Resource Network (MCCRN). Previously, this service was provided by each of the 12 Child Care Resource and Referral Centers (CCRCs) located throughout the state of Maryland. A gradual turnover to a statewide, toll free 1-877-261-0060 telephone number is being accomplished through a phase-in period; parents can continue to use local CCRC telephone lines and the calls are seamlessly routed to the toll free line at MFN. ***Language Line Services*** (www.language.com) are used to provide interpretation services for parents whose first language is not English. The community line message is provided in both English and Spanish and a bilingual English-Spanish counselor is on staff
- With the information available in *LOCATE's* database, the resource and referral counselors at the centralized location are now assisting parents with their child care needs within their geographic areas. As part of the referral process, the counselor talks with the parent about selecting high quality child care and information regarding family/child resources is shared as appropriate.
- Another source for finding regulated child care is *LOCATE: Child Care Assistant*, an easy-to-use software program accessible to anyone with an internet connection that enables its users to conduct self-guided searches for regulated child care program referrals. On the basis of their responses to specific questions, the software searches the LOCATE database and produces a list of child care programs that are likely to address the user's needs. A link to the MCCRN website is found at www.childcare.marylandpublicschools.org. Providers may update their information on the web, leave a telephone message, or submit a paper copy.
- The MCCRN *LOCATE* flyer, in English and Spanish, allows for each resource center to add their logo in the lower right corner. The website address for LOCATE Assist has been added to the flyer.
- Update on Preschool for All Initiative (statewide perspective) We know that there are no new funds for next year.
- MSDE has established eleven Preschool for All pilot sites. These prekindergarten programs established by the Judith P. Hoyer Preschool Services Grant are developed as partnerships between LEA's and community child care center vendors. The grants were established to provide prekindergarten services in locations outside the public school setting utilizing the 10 Quality Benchmarks for High-Quality Preschool Education as set forth by the 2007 Task Force on Universal Preschool Education in MD. While there is no funding available at this time to increase the number of preschool pilot sites in Maryland, MSDE will continue to operate the Preschool for All pilot sites to lay the ground work to serve an increased number of four-year-olds whose family incomes are between 185% and 300% above federal poverty guidelines.
- Increased capacity that MSDE is developing though providing on-line access to licensure or other information for the convenience of providers
- The website of the MSDE Division of Early Childhood Development (DECD) contains extensive information for the child care provider community and for those wishing to become providers. This information includes a detailed outline of the license application

process, links to numerous resource materials, downloadable license application forms (most of which are also available in Spanish), contact information for the DECD Licensing Branch regional offices, provider orientation schedules, and links to community-based resources such as regional Child Care Resource and Referral agencies. The website also contains pages devoted to topics of special interest to providers, such as child health and safety issues and reports on current early care and education initiatives. In addition, DECD's quarterly newsletter for Maryland's child care community is posted online, giving providers important updates on regulatory matters, training conferences, and various professional development opportunities. Finally, updated lists of currently licensed providers, accredited child care programs, and MSDE-approved nonpublic nursery school educational programs are posted each month to help alert families seeking child care to possible child care opportunities.

Generally speaking.... any future plans MSDE may have if and when the Early Challenge Funds become available (state focus: early childhood infrastructure/capacity building and Preschool for All?) I know that Maryland is poised to apply, and with our overall national status in early childhood quality would likely be able to submit a very competitive grant.

- The future plans for early care and education are mainly driven by two strategic plans: (1) Maryland's Early Childhood Advisory Council's strategic plan (2009-2012) and (2) DECD's strategic plan (2010-2013). The Division's plan (currently in its draft version and soon to be released for review) includes:
 - Maintaining and expanding (if feasible) Preschool for All pilot sites;
 - Completion of planning and initiation of pilot studies of the QRIS;
 - Establishment of a P-Grade 5 Project in collaboration with the Breakthrough Center;
 - Linking the early childhood management systems with the Maryland Longitudinal Data System (MLDS);
 - Promoting formal agreements between public schools and Head Start and licensed child care;
 - Coordinating career options within early childhood education;
 - Implementing technical assistance and mentoring for providers of infants and toddlers;
 - Expanding SEFEL training;
 - Improving nutrition and physical activities among young children in collaboration with DHMH and AAP Maryland.
- Any other key points of related state wide Initiatives that pertain to this topic

There are a number of positive strides that have been made in Montgomery County since the time of the Universal Preschool's Workgroup's report. Among many of these, one great thing that has occurred is the establishment of two Montgomery County Preschool for All sites at Centro Nia and Peppertree. Both BB Otero and Harriet Berger have been invited to speak about the success of the Montgomery County Preschool For All sites at this hearing.

If you would like to just respond to this e-mail briefly with notes below each bullet, within the next few days, the information could also be included in a brief written summary report to the council as well as be provided through your testimony on the day of the hearing. If you have other materials, such as brochures or other documents that you would like distributed to council members to accompany your testimony, please e-mail or send links or hard copies to Vivian Yao at the council. I know that there are some nice color brochures related to the Preschool for all Pilot sites.

Thank you for any consideration of this request. If your schedule does not permit you to participate, would you be able to send a designee? Please call or e-mail me if you have any questions.

Thank you,
Janine

Janine Bacquie
Director
Division of Early Childhood Programs and Services
Montgomery County Public Schools
4910 Macon Road Room 200
Rockville, MD 20852
301-230-0691 phone
301-230-3052 fax
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"Always assume that the people you work with have the capacities for greatness, creativity, courage and insight. Occasionally this assumption will be wrong, perhaps. But if you always make it, you will be much more likely to uncover, encourage, strengthen, and support these qualities".

Lilian Katz

**Brief Overview of the MSDE Pre-School for All program at CentroNia
October 8, 2010**

Strategic location: CentroNia's Maryland program is located at the crossroads of University Boulevard and New Hampshire Avenue, in the heart of a large emerging immigrant community. We were very fortunate to be able to renovate a former childcare center, so that it is now a wonderful multi-purpose early childhood program, serving 150 children and families from birth to 5 years of age. Our students are 85% Latino and 15% African-American. 78% of the overall children qualify for the USDA free and reduced lunch program. Through a grant from Ka-Boom, we were able to renovate the outdoor play area and through our collaboration with City Blossoms, we have created a Children's Garden. Our first strawberries were harvested last week!

Amount of MSDE award: \$100,000

Timeframe for serving children: 1st grant period July 1 - June 30, 2010
Renewal July 1, 2010- June 30, 2011

Number of children served in the Preschool for All classroom: 20 children each year

Daily Schedule: We recognize that it is very important for children to spend substantive amounts of time exploring in the centers, problem-solving and engaging with their teachers, as they build meaning about the world around them. The daily schedule also includes physical activity in the outdoor playground, gardening, music and art. The program includes a healthy breakfast, lunch and snacks. The funding covers 6.5 hours of quality programming. Recognizing that many of our working parents need extended day services, we also provide an additional 3.5 hours, which augments and extends the program, with additional activities such as cooking, drama and other small group activities.

Staff credential and accreditation status: Our Pre-School For All classroom is staffed by an experienced teacher, who has a Bachelor's degree in early childhood and is pursuing Maryland State teacher certification. The CentroNia program was awarded Maryland State Accreditation in May 2009

Curriculum: CentroNia uses the Creative Curriculum, an MSDE approved curriculum and implements the Maryland Model for School Readiness,

(MMSR) as evidenced by the stimulating learning centers and the program's commitment to collaborate with the public schools in order help our children prepare to be successful learners.

Collaborating Partners: Our program has developed many community partners, including Columbia Lighthouse for the Blind, which has provided vision screenings and referrals, Mary Center for Maternal and Child Health, for health services and referrals, the Montgomery County and Prince George's County Judy Centers, Casa de Maryland, for family economic support services and the Montgomery County Child Resources and Referral Center for family and teacher support services. Our families also participate in the Montgomery and Prince George's counties POC and WPA programs.

Successes for the Year: Over the course of the year, we have implemented a number of assessments to track outcomes, including assessments of the environment, teacher engagement, and child growth and learning through the implementation of the Work Sampling system. The combination of stimulating early childhood environments, engaging teachers and strong parent involvement assures us that our children will make successful transitions to school. We are particularly pleased that 100% of parents participated in parent conferences, and demonstrated strong enthusiasm to support their children as their child's "first teacher."

Early Head Start award: In December 2009, CentroNia was awarded an Early Head Start grant to implement the program for 72 children, 16 center based and 56 home based, from birth to three. This funding strengthens our capacity to reach out to our families' right from the start and to ensure that each child has a positive, healthy beginning. Most important, the investment in our program by the federal government greatly increases opportunities for three year olds who will transition to our preschool programs with a strong foundation.

From: harrietberger1@aol.com [mailto:harrietberger1@aol.com]
Sent: Friday, May 28, 2010 2:02 PM
To: Bacquie, Janine G.
Subject: Re: County Council ED/DHHS committee hearing June 17th

Dear Janine,

I will be happy to attend the hearing and speak about our program on the 17th of June. However, I will be out of town on vacation beginning this weekend until June 16th. If anything changes or you need anything please contact Debbie Brol or Phyllis Hitchcock at 301-540-1170 or email peppertreectrs@aol.com. Otherwise I will see you on June 17th at 9:30a.m.

I have included information under each of your bullets about our program.

I look forward to seeing you on the 17th.

Harriet

-----Original Message-----

From: Bacquie, Janine G. <Janine_G_Bacquie@mcpsmd.org>
To: 'harrietberger1@aol.com' <harrietberger1@aol.com>
Cc: Yao, Vivian <Vivian.Yao@montgomerycountymd.gov>; 'Garvey, Kate' <Kate.Garvey@montgomerycountymd.gov>; Molina, Elda <Elda_Molina@mcpsmd.org>
Sent: Wed, May 26, 2010 11:33 am
Subject: County Council ED/DHHS committee hearing June 17th

Dear Harriet,

The Montgomery County Council will be holding a ED/DHHS subcommittee hearing on **June 17, at 9:30 am**, to gain an update on any related progress since the time of the Universal Preschool Implementation Work Group's report last year. There are a number of positive strides that have been made in Montgomery County since the time of the Universal Preschool's Workgroup's report. One great thing that has occurred is the establishment of two Montgomery County Preschool for All sites, of which Pepper Tree is one.

Kate Garvey and myself are hoping that you would be able to attend that hearing and speak very briefly (approximately 3 minutes)about your program. You might include such information as listed below:

- Where you are strategically located, number of children, background of children served in overall program, and in the Preschool For All class.

We are located in the UpCounty Region Services Center in Germantown, MD. We serve 86 children from culturally and economically diverse families. The children range from 6 weeks old to 12 years

old. The Preschool For All class serves 18 children from 9:00a.m. to 3:30p.m. with a before and after care option for those who need it. 10 of these spaces are reserved for income eligible or homeless children.

- Amount of MSDE award and time frame for serving children

The amount we were awarded for this program is \$75,000 per year for four years.

- Brief description of the program offered (daily schedule includes)...you have included many enhancements and access to screening, etc...

We are using the MacMillan/McGraw Hill - Little Treasures curriculum which is a Maryland State approved curriculum. We supplement Little Treasures with Growing with Mathematics for our math program, Handwriting Without Tears for handwriting and Color Me Healthy and Choosy Kids for nutrition and physical fitness. We offer monthly field trips to places such as the Kennedy Center, Meadowside Nature Center, The Maryland Science Center Planetarium, the Baltimore Symphony Orchestra, ect. We also provide vision , hearing and speech screenings. We bring in outside organizations to provide special art, music and physical fitness classes weekly to enrich our program. We offer the children small and large group activities and indoor and outdoor free choices. Breakfast and a lunch are served to our children daily.

- Use of MSDE approved Curricula and administration of MMSR

See above for our curriculum. MacMillan/McGraw Hill is aligned with the Maryland Voluntary State Curriculum. Performance assessments and Work Sampling are used to evaluate students.

- Staff credential progress and accreditation status

All Peppertree Children's Center staff participate in the MSDE Maryland Child Care Credential Program. Peppertree Children's Center is also fully licensed by MSDE and nationally accredited by the National Association for the Education of Young Children (NAEYC).

- Any partnership programs (lunch delivery paid through grant)

MCPS

1. referring children;
2. invites staff members to participate in professional development offerings that support the emphasis on teaching foundational literacy and mathematics outcomes;
3. allows us to refer children for evaluation through Child Find, the MCPS special needs early identification program;
4. works with Peppertree to coordinate a smooth transition of children and families from prekindergarten to kindergarten in MCPS;
5. provides the ability to track student progress after completing prekindergarten; and
6. delivers a hot lunch daily during the school year.

Montgomery County Child Care Resource and Referral Center (MCCCRRC)

1. provide the evaluation and monitoring of our program using the Early Childhood Environment Rating Scale -R (ECERS-R)

Montgomery County Department of Health and Human Services (DHHS)

1. provides access to mental health consultation

Jump Bunch

1. provides a physical fitness class once a week for the school year

Academy of Music

1. provides a music class once a week for the school year.

Urbana Art & Soul

1. provides an art class once a week for the school year.

Karen Richman

1. provides hearing and vision screening

Paines, Rosenberg & Associates, P.A.

1. provides speech screening

- Successes of the year for the program's children and application for the continuation grant opportunity

All of our children receive a developmental screening within the first three months of the enrollment in the program. Ages and Stages Questionnaires (ASQ), which is a nationally recognized, normative based instrument is used. Our children are also assessed using the Little Treasures Assessment Tools. Ongoing informal assessments including observations, checklists, rating scales and work samples are collected and placed in the child's portfolios. All areas of cognitive skills, language, artistic expression, physical growth and social-emotional development is covered. Developmental red flags are also noted. If needed, these results assist us in making appropriate referrals for services. The child's portfolio is sent to the child's elementary school when entering kindergarten. Based on the results of the assessment tools used, our children have shown a significant increase in readiness skills from the beginning of the school year to the present.

- Any other key points that you think are important for them to know
 1. The 6 1/2 hour day allows us to provide many enriching experiences as well as the MSDE approved curriculum.
 2. We are able to provide a "seamless" day from 6:30a.m. to 6:30p.m. for the children who need the before and after school option.
 3. The class is culturally and economically diverse.
 4. Monthly field trips have allowed the children to expand their knowledge of the community.
 5. All of our partnerships have enriched our program and our center. In particular, our relationship with MCPS has been key to the success of our program.

If you would like to just respond to this e-mail with notes below each bullet, within the next few days, the information could also be included in a brief report to the council as well as be provided through your testimony. Please call or email if you have any questions. As I have already congratulated you on operating a successful program this year, I wish you the best in your continued efforts for next year.

Best,
Janine

Janine Bacquie
Director
Division of Early Childhood Programs and Services
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"Always assume that the people you work with have the capacities for greatness, creativity, courage and insight. Occasionally this assumption will be wrong, perhaps. But if you always make it, you will be much more likely to uncover, encourage, strengthen, and support these qualities".

Lilian Katz

What
SUCCESS
looks like



Three-Year Action Plan
2009-2012

Maryland Early Childhood Advisory Council

members

Maryland Early Childhood

Advisory Council (as of September 2008)

- Barb Bartels, Child Development Coordinator, Baltimore City Head Start
- Charo Basterra, Director, Informed Parents, Successful Children, Mid-Atlantic Equity Consortium
- Terry Bridger, Coordinator, ECE Program, Prince George's Community College
- Louise Corwin, Executive Director, Ready At Five
- Mary Fairchild, Education Policy Advisor, Maryland Department of Disabilities
- Clara Floyd, President, Maryland State Teachers Association
- Patricia Foerster, Education Policy Advisor, Office of the Governor
- Kathy Foster, Thurmont Childcare, Maryland State Child Care Association
- Donna Fowler, Director of Public Policy, Maryland State Family Child Care Association
- Roll Grahwallner, Assistant State Superintendent, Maryland State Department of Education
- Tiffany Hancock, Policy Analyst, Department of Human Resources, Social Services Administration
- Alice Harris, Executive Director, Anne Arundel County Local Management Board
- Rosemary Johnston, Program Manager, Maryland State Department of Education
- Liz Kelley, Director, Maryland State Department of Education - Office of Child Care
- Brenda Kelly, Director, Early Learning, Baltimore City Public Schools
- Darcel Kimble, Vice President, Corporate Communications, PNC Bank
- Mary LaCasse, Program Administrator, ECE, Maryland Department of Health and Mental Hygiene
- Veronica Land-Davis, Director, Baltimore City Child Care Resource Center Head Start
- Clara Martinez, Deputy State Director, Telamon Corporation Migrant Head Start
- Heather Murrell, Director, School Readiness, United Way of Central Maryland
- Barbara Patakos, Director, Baltimore City Head Start
- Joyce Pollard, Coordinator, Special Projects, Department of Health and Mental Hygiene, Mental Hygiene Administration
- Linda Ramsey, Deputy Director, Friends of the Family
- Kathleen Reil, Director, St. Mary's Public Library
- Doris Rzek, State High School Director, Telamon Corporation
- Steve Rohde, Acting Executive Director, Maryland Committee for Children
- Lynda Rotter, Head, Primary School, Glenelg Country School
- Renita Schultz, Coordinator, Telamon Corporation Migrant Head Start
- Debbie Shepard, Administrator, Montgomery County Health and Human Services
- Claudia Simmons, Supervisor, Head Start, Montgomery County Public Schools
- Valerie von Behren, Preschool Special Education Monitor, Maryland State Department of Education
- Margaret Williams, Executive Director, Friends of the Family
- Sky Woodward, Attorney, Womble Carlyle
- Duane Yoder, President, Garrett County Community Action Committee
- Linda Zang, Head Start State Collaboration, Maryland State Department of Education

acknowledgements

The Maryland Early Childhood Advisory Council gratefully acknowledges the many individuals and organizations that have supported this effort. In particular, we thank the following individuals for their contributions to the development of this report: [The following names are listed in the original document but are illegible due to the quality of the scan.]

executive SUMMARY

The earliest years of a child's life literally provide a once-in-a-lifetime opportunity to gain the skills and abilities needed to start school successfully. Because readiness for kindergarten is a core indicator of a child's likely success in school and in life, the preschool years are an indispensable gateway to achievement of every child's full potential.

The Maryland Early Childhood Advisory Council, formed in 2008, continues the commitment to early childhood education begun by the Maryland Leadership in Action Program (M-LAP) in 2001 and its successor, the Maryland Early Care and Education Committee, formed in 2003 as a permanent subcommittee of the Governor's Children's Cabinet, chaired by Children's Cabinet member and Maryland State Department of Education (MSDE) Superintendent Nancy S. Grasmick. The Council, charged with facilitating a steady and strong improvement in early care and education, has reviewed Maryland's entire history of progress on the issue and has used this carefully-considered knowledge to develop a *Three-Year Action Plan for 2009-2012* with three clear goals:

1. All children, birth through age five, will have access to adequate and equitably funded quality early care and education programs that meet the diverse needs of families.
2. Families of all young children will have access to the resources needed to be their child's first teacher.
3. Children, birth through age five, will have access to adequate and equitable resources that will enable them to arrive at school with healthy minds and bodies.

The pursuit and realization of this Action Plan constitutes the subject of this report.



action plan ultimate impact we want to achieve

The Council's ultimate goal is for every child in the state to enter kindergarten "fully school-ready" as measured by teachers using the standards of the Maryland Model for School Readiness (MMSR). The statewide trend has been tremendously positive: full school readiness increased by 24 points from 2001-02 to 2008-09, from 49% to 73%. This is due to greater parental awareness of the importance of school readiness; an improved infrastructure that places all early care and education activities under the purview of MSDE; and greater collaborative planning at the state and local levels. Much more remains to be accomplished, however, to close the persistent gaps in school readiness skills among subgroups of children, including improving the school readiness of minority and low-income children, children with special needs, and English Language Learners.

The state needs to address root causes for these disparities, including the relationship between poverty and decreased access to quality early care and education programs; families in poverty lacking resources to support their children's learning; insufficient access to quality early care and education for children with special needs; an increasing number of children not arriving at school with healthy minds and bodies; shortages of resources for post-secondary education and professional development and training for early childhood educators and staff; and limited understanding among businesses, funders, and policymakers of the value of early care and education. It is also known that factors contributing to these problems include substance abuse among parents of young children, homelessness, increased economic pressures on families, changes in family structures, and differing cultural perspectives on early care and education.

All of these factors inform the three overarching goals of the Council's Three-Year Action Plan, and strategies and actions for attaining them.

action plan accountability by goals

goal #1: All children, birth through age five, will have access to adequate and equitably funded quality early care and education programs that meet the diverse needs of families.

The data show that all entering kindergarteners benefited from prior care experiences. They also show that benefits to children varied according to income disparity, disproportionately higher numbers of children with disabilities, or English Language Learner status. Further, the differences in results between regulated early childhood programs, such as child care, Head Start, nurseries and prekindergarten, and home/informal care have been consistent over the past years. In response to the causes and effects of these problems and the demonstrated positive impact of certain remedies, the Council will carry out a series of strategies and actions directly addressing such needs as:

- Greater access to high-quality care
- Expansion of prekindergarten
- Better transitions from early childhood programs to public schools
- Implementing a statewide Quality Rating and Improvement System (QRIS)
- Increasing accredited programs and credentialed providers
- Increasing cultural sensitivity and outreach for minority and immigrant children
- Greater affordability of quality early care and education

goal #2: Families of all young children will have access to the resources needed to be their child's first teacher.

Parents are central to providing the security and stimulation that children need for optimal early learning. Although some parents do not fully understand the importance of their role in their children's learning, many do, and want and seek help as they cope with the difficulties of supporting and raising families. The state will see true success of all parents as their children's "first teacher" only when we get at the underlying causes of families' limitations: poverty, economic pressures, family transitions, chronic language barriers, isolation and other stressors. Currently available data on parental involvement are limited, but the Council will pursue a statewide survey on availability and use of resources needed by parents as first teachers. Strategies and actions by the Council will include:

- Creating and expanding community-based partnerships for parent-child relationships based on economic stability and early learning
- Developing a network to provide "just-in-time" culturally and linguistically sensitive information and resources to families
- Expanding the Family Involvement Council and Maryland's Parent Advisory Council to represent families, caregivers and providers
- Sponsoring community listening forums for families, caregivers, and community members to provide their input on early care and education programs
- Creating sustainable funding for building political will for high-quality early care and education

goal #3: Children, birth through age five, will have access to adequate and equitable resources that will enable children to arrive at school with healthy minds and bodies.

Children need access to medical care, safety, healthy diets, emotionally stable surroundings, and other fundamentals to effectively learn and grow. When children lack these factors, their physical and mental well-being and their ability to succeed in school are at significant risk. Data on physical development and school readiness; conditions ranging from asthma to Attention Deficit Disorder; Low Birth Weight babies; and other health factors paint a picture of these risks to children. There is also an urgent need to identify these factors for subpopulations. Thus, it is critical to disaggregate important data, such as data on the disproportionate risks and the health and learning realities of African American males, immigrant families with young children, children with Special Needs; drug exposed/drug addicted children; and homeless or displaced families. The impact of child obesity, a known threat to children's health, also needs to be scrutinized. Strategies and actions by the Council will include supporting the use of the Maryland Partnership for professional development under the Center for Social and Emotional Foundation of Learning (CSEFL) and its pyramid teaching philosophy for young children and their families. It is also essential to increase the number of health care providers willing to accept Maryland Children's Health Program payment for children with special health needs; to create a "medical home" with central community health support for families; to extend the Child and Adult Care Food program to informal child care providers; to increase the number of Early Childhood Mental Health Consultants in every jurisdiction; and more.

Montgomery College Update

Programs in Support of the Universal Preschool Implementation Recommendations

- **Funding:** At this time, over thirty child care providers have accessed full payment of tuition, fees and books through the Child Care Career and Professional Development Fund, an MSDE program which distributes Federal funds. This fall alone we are supporting 25 students in degree completion pathways, either the Associate of Applied Sciences or the Associate of Arts in Teaching/Early Childhood.
- **Flexible Course Options:** More than 50% of the degree program coursework is now available in online or hybrid formats, and all other courses are available in evening and/or Saturday timeframes during at least one semester each year.
- **Transfer Options:** The Early Childhood teacher certification program at Universities at Shady Grove is now offering its program in an evening/part-time format for the second year. During the next year, they will be completing details to provide internship options which better suit the needs of fulltime childcare providers. A program has also been drafted to offer a non-certification track for an Early Childhood bachelor's degree through Towson; budget issues have stalled this process for now but we hope to renew the discussions. (A similar program is offered at Washington Adventist University.)
- **New Two Year Degree:** Discussions are underway to create a new Associate of Arts in Early Childhood that would provide the hands on child care training courses needed but also provide a better pathway to transfer to a bachelor's degree program.

For more information, contact the School of Education at 240-567-1757, see our website at www.montgomerycollege.edu/departments/educatrv/

or by email:

Dr. Jeannie Ho
Coordinator, Early Childhood Programs
Jeannie.ho@montgomerycollege.edu

Professor Debra Poese
Director, School of Education
debra.poese@montgomerycollege.edu



BACHELOR OF SCIENCE IN EARLY CHILDHOOD EDUCATION

TOWSON UNIVERSITY AT THE UNIVERSITIES AT SHADY GROVE

MISSION STATEMENT

The mission of the Teacher Education Unit is to inspire, educate, and prepare facilitators of active learning for diverse and inclusive communities of learners in environments that are technologically advanced.

FALL, YEAR 3 TU COURSES AT USG	Credits	SPRING, YEAR 3 TU COURSES AT USG	Credits
ECED 315: Infancy/Toddler Development	3	ECED 341: Preprimary Curriculum	3
ECED 407: Interactive Technology	3	ECED 343: Preprimary Internship	3
ECED 460: Teaching Children with English as a Second Language	3	ECED 360: Early Literacy: Best Practices & Materials	3
ISTC 201: Using Information Effectively (I.B)	3	ECED 461: Teaching the Integrated Arts	3
ECED 422: Writing Techniques for Teachers (I.D)	3	ECED 417: Assessment and Early Identification of Learning Disabilities	3
TOTAL CREDITS	15	TOTAL CREDITS	15

FALL, YEAR 4 TU COURSES AT USG	Credits	SPRING, YEAR 4 TU COURSES AT USG	Credits
ECED 342: Primary Curriculum	3	ECED 351: Student Teaching Internship: Primary	6
ECED 344: Primary Internship	3	ECED 352: Student Teaching Internship: Preprimary	6
ECED 361: Teaching of Reading	3	ECED 421: Seminar	3
ECED 474: Math & Science Instruction in Primary Grades	3	Portfolio defense is required to complete program requirements	
ECED 429: Principles and Practices of Reading and Language Arts Assessment	3		
TOTAL CREDITS	15	TOTAL CREDITS	15

* Other courses may be needed to fulfill Towson University's general education requirements

Yao, Vivian

From: Garvey, Kate
Sent: Thursday, October 07, 2010 7:12 PM
To: Yao, Vivian
Subject: Towson and Washington Adventist information

Vivian,

Below are the responses from Towson and Washington Adventist re: their ECE programs:

Responses from Towson

1. How many students do you currently have participating in your ECE degree programs? (if you have more than 1 type of program for ECE if you can break it down by program that would be great)

We have 4 juniors who are attending part time. All the students who did not meet the qualifications of a completed AAT (most were missing Praxis) have still not passed it, and are not continuing part time. There are 8 juniors who are full time; and 8 seniors who are full time.

All of these students are in the program attached, geared primarily at teaching in the public schools.

3. When did your ECE programs begin and how many students total have participated in the program since its beginning?

This is the third year of the program at USG.

2008-2010 Eleven students began the program; two did not pass Praxis and could not continue, and have not returned. Nine graduated last May.

2009-2011 Eleven students began the program; three did not pass Praxis before last Dec. and were allowed to continue part time in the spring. None are continuing on a part time basis at this time. Eight are full time.

2010-2012 Eight students are full time. Only students who had completed A.A.T.s were admitted full time. Those who were lacking Praxis scores or GPA or the AAT, were allowed to attend only part time. There are 4 part time students (Two chose to attend part time because they are employed either as a paraprofessional in MCPS or as a day care provider). The other two have not completed their AAT, and therefore, not their AAT.

4. How many classes have students completed?

The students take 15 credits each semester if they are going full time (5 courses).

The seniors have completed 10 classes, 30 credits.

5. How many students have graduated? If any?

Nine graduated last May. To date 4 have been hired in MCPS. Eight will graduate this May (2011). And eight will graduate next May (2012).

6. How many students currently enrolled are receiving financial assistance through the MSDE Professional Development Fund? Only one that I know of. She is a part time junior

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and has her own day care center. However, I have talked to several others who may pursue this option.

Responses from Washington Adventist:

1. How many students do you currently have participating in your ECE degree programs? (if you can break it down by program that would be great)

Currently we have 35 participants. Twenty five are in the early childhood care and education (non-certification) and 7 are in the dual certification early childhood and special education program.

2. When did your ECE programs begin and how many students total have participated in the program since its beginning?

The program began in Fall 2008.

3. How many classes have students completed?

Approximately 30 credits a year

4. How many students have graduated? If any?

4 have graduated thus far

5. How many students currently enrolled are receiving financial assistance through the MSDE Professional Development Fund?

31 receive MSDE funding.

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Scholarship Support for credentials, accreditation and higher education FY09-FY10

Higher Ed Scholarships	FY09	FY10	Total
Number of Individuals	69	76	??
Number of Scholarships	96	99	195
Total \$ Awarded	\$56,600.00	\$59,000.00	\$115,600.00

Evaluation of Foreign Credentials	FY09	FY10	Total
Number of Awards/Individuals	1	1	2
Total \$ Awarded	\$135.00	\$160.00	\$295.00

Child Development Associate Credential	FY09	FY10	Totals
Number of Individuals (unduplicated)	36	37	72 (unduplicated for 2 yrs)
Number of Awards	45	43	88
Total \$ awarded	\$15,459.51	\$13,522.00	\$28,981.51

Accreditation Support	FY09	FY10	Total
Programs Awarded (unduplicated)	14	14	24
Total Awards for Center Accreditation	16	14	30
Total \$ for Center Accred.	\$9,570.00	\$14,461.49	\$24,031.49
Programs Awarded	22	12	34
Total Awards for NAFCC Accred	21	12	33
Total \$ for FCC Accred	\$11,240.00	\$3,200.00	\$14,440.00

**Montgomery County Resource and Referral Center
Pre-K Curriculum Training Project
June 2010 Update**

Overview of Project:

The goal of the Pre-K Curriculum Training Project is to increase the number of children in key areas who are fully ready for kindergarten. The strategies employed to achieve this goal include the provision of ongoing professional development, technical assistance, and resources for a cadre of child care providers who will be prepared to implement the state's Pre-K curriculum instructional strategies. The cohort is divided into two groups, based on their level of foundational training and experience. Each group works on specific strategies to support them in reaching the goal of the program. This report highlights information about the two groups that participated in the project in FY10 and it supplements the October 2009 report on the project activities and outcomes from FY05-FY09.

Group 1: Child Care Programs Receiving Mentoring

After having completed one year of foundational training in FY09, 13 child care programs received onsite mentoring during the period of September 2009-June 2010. In order to best meet the needs of the providers, center staff and family child care were grouped into separate tracks. The center staff were assigned a mentor dedicated for 10 hours per month. Visits focused on a three step process to support teachers with implementation strategies. The approach consisted of observing a lesson, practicing the skill, and assessing successes and challenges to improve the strategies and lessons. In addition, the mentors reviewed teacher documentation of children's assessments, lesson plans, and the environmental supports (ex: materials, room design, schedules). The family child care providers received reduced mentor visits using the same approach used with centers. In addition, family child care providers attended monthly network meetings focused on specific curriculum strategies and skills for working with mixed age groups. Due to budget reductions in February 2010, mentor support was reduced for center based programs. Family child care mentor visits were eliminated, however monthly network meetings continued. During the month of June, Environmental Rating Scale program assessments are being administered at each program by a consultant. Results have not yet been reported.

Highlights:

- 8 teachers from 4 child care centers participated
- 9 family child care providers participated
- 3 mentors provided support (former MCPS Pre-K/Head Start teachers)
- Centers received over 60 hours of onsite mentoring
- Family child care providers received over 15 hours of onsite mentoring
- Family child care providers attended over 20 hours of network meetings
- Over 100 children benefitted from the providers' participation in the project (*self reported*)

Group 2: Preparing Providers For The Pre-K Curriculum Implementation

Child care providers were selected through an application process based on specific criteria (ex: population served, program location) to participate in a year long training initiative. Beginning in September 2009, 18 child care programs participated in the Maryland Model for School Readiness training, a training based on the State's framework and standards for preschool curriculum. In March 2010, the group continued with curriculum implementation training. This course was designed by MCCCRRRC and was based on the Healthy Guidelines for Infants and Toddlers as well as the Maryland State Preschool Curriculum, and focused on hands-on strategies to support children in meeting state indicators. The group finished the year with curriculum training on health and nutrition. They received the Color Me Healthy curriculum kit to support this state and local initiative. The group also participated in 3 meetings during the year focused on implementation of what was learned, discussing challenges and successes and providing a network of support. Each program received an environmental assessment at the beginning of the year and at the end of the year to track progress. The evaluation focused on the physical environment, program structure and teacher-child interactions. All of the programs showed marked improvements. Due to budget reductions, the group did not receive curriculum materials.

Highlights:

- 15 teachers from 8 child care centers participated
- 10 family child care providers participated
- Project participants received over 70 hours of training
- Over 160 children benefitted from the providers' participation in the project (*self reported*)

For additional information, please contact Jennifer Arnaiz, Training & Technical Assistance Director at 240-777-3217.

Recommendation 1

Guard Against Budget Cuts that are Critical to the Safety, Health and Well-Being of Children in Child Care
Protect against budget cuts affecting sanitation and regulation of Child Care

The Commission on Child Care appreciates the attentiveness of the Montgomery County elected officials to young children despite serious budgetary issues. While the Commission is grateful that many child care services at the program level were largely spared, **the cuts sustained to the infrastructure of child care services gave great cause for alarm.** Of specific concern to the Commission were the cuts to the sanitation services provided at child care centers operated in County facilities and the staff cuts made in the Maryland State Department of Education licensing office.

Cuts to sanitation services undo the Council's hard work and compromise the health and well-being of children who attend child care centers in County buildings. While the County budget shortfall is substantial and unprecedented, there is concern that there is a greater long-term cost to these cuts.

Either due to position abolishment or to impending retirement, the Maryland State Department of Education Montgomery County Office of Child Care (OCC), the State agency that regulates child care, **lost three positions and has the potential to lose three more key positions**, thereby impacting the quality of child care in Montgomery County. The Montgomery County Council has prided itself on its commitment to safe staff/child ratios and group sizes and these cuts will dramatically undermine this impressive track record.

Without appropriate staffing, new child care programs cannot open, thus stifling the earning potential of both child care providers and the families who need their services. More importantly, regulations that the OCC oversees cannot be enforced, jeopardizing the safety and school readiness of our young children. The Commission hopes that the County elected officials will urge the Maryland State Department of Education and state legislators to spare offices, like the OCC, that have already experienced significant cuts.

Basic Sanitation Services in Jeopardy:

- Vacuuming and mopping
- cleaning of kitchens
- provision of adequate paper supplies

OCC Losses:

- three positions are gone
- three more positions could be

Recommendation 1

The Commission on Child Care recommends that the County Executive and County Council advocate against budget cuts for basic sanitation services and for OCC staffing. Despite difficult economic times, these cuts threaten the basic health and safety of our children in Montgomery County.

All children deserve and need quality, affordable care to ensure that they will develop into healthy adults, able to fully participate in the 21st century global economy.

Schools + ED



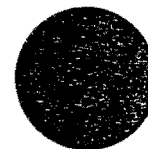
Nancy S. Grasmick
State Superintendent of Schools

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June 1, 2010

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George Leventhal, Chair
Health and Human Services Committee
Valerie Ervin, Chair, Education Committee
Stella B. Werner Council Office Bldg.
100 Maryland Avenue
Rockville, Maryland 20850

2010 JUN 30 AM 11:06

RECEIVED
MONTGOMERY COUNTY
COUNCIL

Dear Mr. Leventhal and Ms. Ervin:

Thank you for writing to express your concern regarding changes in how child care information and referral services are now provided. Montgomery County Child Care Resource Center has provided exemplary resource and referral services for many years. While centralizing *LOCATE*: Child Care information and referral services is an unavoidable fiscal necessity, timely and adequate child care information and referral services remain a top priority.

Moving from a regional to a central operation requires a carefully planned transition. A gradual turnover to a statewide, toll free 1-877-261-0060 telephone number was accomplished through a phase-in period when regional resource center telephone lines were maintained. Language Line Services (www.language.com) are used to provide interpretation services for parents whose first language is not English. The community line message is provided in both English and Spanish and a bilingual English-Spanish counselor is on staff.

With the information available in *LOCATE*'s database, the resource and referral counselors at the centralized location are now assisting parents with their child care needs within their geographic areas. Initial voice mail problems are being addressed. As part of the referral process, the counselor talks with the parent about selecting high quality child care and information regarding family/child resources is shared as appropriate.

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Mr. Leventhal and Ms. Ervin

June 1, 2010

Page Two

Another source for finding regulated child care is *LOCATE: Child Care Assistant*, an easy-to-use software program that enables its users to conduct self-guided searches for regulated child care program referrals. On the basis of their responses to specific questions, the software searches the LOCATE database and produces a list of child care programs that are likely to address the user's needs. The web address is www.mdchildcare.org. Providers may update their information on the web, leave a telephone message, or submit a paper copy. A link to the MCCRN website is found at www.childcare.marylandpublicschools.org.

The MCCRN *LOCATE* flyer, in English and Spanish, allows for each resource center to add their logo in the lower right corner. The website address for *LOCATE: Child Care Assistant* has been added to the flyer.

Thank you again for your correspondence. Should you have any questions, please contact Linda Zang, Branch Chief, Collaboration and Program Improvement in the Division of Early Childhood Development. Ms. Zang may be reached at 410-767-0140 or at lzang@msde.state.md.us.

Sincerely,



Nancy S. Grasmick,
State Superintendent of Schools

C: Rolf Grafwallner
Linda Zang

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